

## ANALYSIS OF DEMOTIVATION FACTORS IN LEARNING ENGLISH OF SENIOR HIGH SCHOOL STUDENTS

Annisrina Fajri Nugraheni<sup>1)</sup>, Arda Mageso Ismariyanto<sup>2)</sup>, Lilia Indriani<sup>3)</sup>

\*Universitas Tidar

Indonesia

inafajri@gmail.com, ardamageso@gmail.com, indriani@untidar.ac.id

### Abstract

Learners' motivation has long been recognized as a critical element influencing the rate, success, and failure of second/foreign language learning. On the other hand, demotivation is considered the inverse of motivation and has a detrimental impact on language learning processes and outcomes. This study aims to determine the most influential cause of demotivation in adolescents aged 16-18 years learning English. It also studied the frequency and order of relevance of the demotivating variables to determine which aspects are the most significant and their relationships to the learners' gender and degree of education. The subjects used in this study were high school students who, on average, had the same background.

**Keywords – Demotivation, Learning English**

### Introduction

Language is a spoken, signed, or written system that humans use to express themselves. In addition, language also functions as a communication tool, expressing self/identity, playing, expressing imagination, and releasing emotions (Robins & Crystal, 2021). As in the current globalization era, a language is designed to work as a connective language that provides people worldwide to communicate with each other. Handayani (2016) states that English is a global language that plays an essential role in interaction and communication, along with progress and competition in the era of globalization. More and more information is coming out and going in English, and over time, there are many opportunities for both careers and education from abroad, and to get them, one needs to master English. Those are a few examples of why English is important to learn and master.

The previous studies (e.g. Albalawi & Al-Hoorie 2021) tell us about two reasons that demotivate EFL students regarding online learning. The strategies and learning materials used by the teacher are as follows. Two features of the teacher's technique demotivate EFL pupils in online learning. The first is that the teacher never speaks anything but English, and the second is that the teacher did not grade the assignment. As a result, students find it challenging to grasp the learning materials while they are learning online.

According to Santosa & Riady, 2021, demotivation is a gloomy topic many classroom teachers readily and cheerlessly relate to. Therefore, teachers must create and use varied motivating methods and learning methods to keep reluctant learners inspired over time (Dörnyei, 2001a). Demotivation is defined as the loss of motivation over a long period (e.g., over weeks, months, or semesters, instead of within a single lesson). Initially, demotivation was caused mainly by external factors (Dörnyei, 2001b).



Demotivation does not always indicate that all positive factors that contributed to the motivating basis of behaviour have gone. Instead, while some other good reasons may still be active, the consequent cogency has been weakened by a significant negative component. Demotivation and demotivation are the negative counterparts, respectively. Motivation increases the possibility of activity, whereas demotivation decreases it. For example, a demotivated learner was initially motivated to learn but lost motivation due to unpleasant external stimuli at some point throughout the learning process (Riady, 2021).

Demotivation has lately attracted educationalists' interest due to its immediate educational ramifications. However, apart from understanding what drives a student, both instructors and students must be aware of the dangers that weaken motivation. On the other hand, a demotivated learner is someone who has lost interest in learning for whatever reason. Different sources of demotivation might cause a lack of interest. For example, a learner may get demotivated by an unprepared teacher or a boring textbook (Nkrumah, 2021). Demotivation is a problematic issue that many foreign language (FL) students confront. It is caused by various circumstances such as the teacher, low self-esteem, and past negative language learning experiences. (Maemunah, 2021).

English has been established as a compulsory subject in Indonesian schools. Despite this, some students still experience demotivation in learning English. This is due to various things, such as students who feel bored when studying in class or feel uninterested in English lessons. According to Dörnyei & Ushioda (2011), demotivation is something outside that reduces motivation from the intention or activity being carried out. As stated by Falout et al. (2009), one of the three variations in the factors that cause demotivation is the external conditions of the learning environment. However, apart from external factors, Falout et al. (2009) also mention that two other factors cause demotivation in students, namely internal conditions of the learner and reactive behaviours to demotivating experiences. However, later Dörnyei & Ushioda (2011) stated that, despite various studies on the importance of motivation, researchers had forgotten an important aspect, namely demotivation. Despite having both positive and negative, researchers ignore the negative aspects of motivation and make motivation a good thing.

However, a pandemic was caused by COVID-19 at the end of 2019. The Covid-19 pandemic that affected almost all countries globally, including Indonesia, caused tremendous panic for the entire community and devastated all life sectors. The Indonesian government also enacted a policy that aims to cut the chain of transmission of the Covid-19 pandemic. Minister of Health Regulation No. 9 of 2020 concerning PSBB Guidelines in Accelerating the Handling of Covid-19 was stipulated on 3 April 2020. PSBB policies include 1) School and workplace holidays; 2) Restrictions on religious activities; 3) Restrictions on activities in public places/facilities; 4) Restrictions on socio-cultural activities; 5) Restrictions on transportation modes; 6) Restrictions on other activities related to defence and security aspects.

Minister of Education and Culture Regulation No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Coronavirus Disease (COVID-19) states six main points regarding matters related to education during the emergency period, namely the National Examination, the Learning Process, School Exams,



Class Promotion, New Student Admission, and about School Operational Assistance Funds. Furthermore, on the point about the Learning Process, it is stated that the learning process is carried out from home with the following conditions:

1. Learning from home is carried out to provide a meaningful learning experience for students without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation.
2. Life skills education, particularly the COVID-19 criteria, can be emphasized through home learning.
3. Learning from home activities and assignments may vary according to individual interests and conditions.
4. Evidence or products of learning activities from home are given qualitative and valuable feedback from the teacher without giving a quantitative score.

One of them is applying social distancing policies. Citizens must carry out all activities at home, such as working and studying. Apart from impacting the economic sector, the education sector was also affected by a quite fatal impact. Teaching and learning activities have to be done remotely. It is changing face-to-face (offline) learning to distance learning (online).

The change in learning methods from offline to online certainly impacts students. Previously, students needed to come to school, conduct face-to-face learning with teachers, and study at school under the supervision of teachers. After learning was done online, students no longer needed to do these things. As a result, students do not necessarily need to go to school, and they only need to stay at home with their own devices to learn. However, the implementation of online learning is not that easy.

From the unpreparedness of both students and teachers for changing learning to be online so that the delivery of learning material cannot be adequately conveyed until the students who do not take online learning seriously, many students are less active in online learning, there is no enthusiasm for them to join the online learning, and the lack of socializing with the environment and peers, causing a decrease in students' learning motivation when participating in learning.

From those points, the authors conducted this study to determine the factors that cause demotivation in high school students in learning English and which are the biggest.

## Methodology

This research is qualitative research designed in descriptive research. According to Ary et al. (2010: 29), "qualitative researchers try to understand phenomena by focusing on the total picture rather than breaking it into variables." This concerns the existing conditions or relationships, opinions held, processes taking place, proven effects, or developing trends and not about numerical data analysis. This is also supported by Gay and Airasian (2000: 275), "a descriptive study determines and illustrates what happens." This means that qualitative research only focuses on describing phenomena. Given the external and internal factors that cause demotivation, the researchers will make a questionnaire by making eight statements that



contain two demotivating factors, i.e., external and internal factors. The most significant factor that causes demotivation in students will be known from the questionnaire.

The population for this study is high school students, both boys and girls, and a sample of sixty high school students will be taken.

The authors made a questionnaire containing hypothetical causes of demotivation based on Dörnyei & Ushioda (2011), which states that demotivation comes from outside, and Falout et al. (2009) states that demotivation comes from outside there are also internal factors that cause demotivation. Regarding internal and external factors, the writer makes four statements for each factor, namely:

1. External factors.

- a. *English learning method is boring.*
- b. *Facilities in schools and classrooms do not support learning.*
- c. *The teacher's teaching method in teaching English tends to be unpleasant.*
- d. *I do not have adequate devices to support distance learning.*

2. Internal factors.

- a. *I realized the importance of learning English.*
- b. *I feel that English is difficult to learn.*
- c. *I was not ready when learning turned online.*
- d. *I enjoy distance learning.*

Regarding online learning that is happening in the current pandemic era, the author includes three statements related to this and also demotivating, namely:

- a. *I do not have adequate devices to support distance learning.*
- b. *I was not ready when learning turned online.*
- c. *I enjoy distance learning.*

Therefore, in the questionnaire, respondents will be given eight statements, and they answer by ticking the 'yes' column if they agree and putting a tick in the 'no' column if they do not agree with the statement given. The statements are:

- a. *I realize the importance of learning English*
- b. *I feel that English is difficult to learn*
- c. *The English learning method is boring.*
- d. *The facilities at school and in the classroom do not support learning*
- e. *I am not ready when learning is turned online*
- f. *I enjoy distance learning*
- g. *Methods teacher teaching in teaching English tends to be unpleasant.*
- h. *I do not have adequate devices to support distance learning.*

Questionnaires were distributed to high school students in Magelang at random, not limited to girls or boys, from grade ten, grade eleven, or grade twelfth. The questionnaire was provided through the Google Form platform, open for one week from 21 to 27 November 2021. After one week, the authors got sixty respondents who filled out the Google Form.



## Finding and Discussion

The results of the survey conducted are as follows:

Table 1. Internal Factors of Demotivation and The Responses

Factors	Yes (%)	No (%)
Unaware of the importance of learning English	11.7	88.3
English is hard to learn	60	40
Unprepared in the change of learning into online	51.7	48.3
Unwillingness to study online	40	60
Total	40.83	59.17

The first table shows the internal factors that cause demotivation. From the table, out of sixty respondents, 11.7% are not aware of the importance of learning English, while 88.3% are aware of the importance of learning English. Then, 60% of respondents feel that English is difficult to learn, while 40% feel English is not difficult. Furthermore, internal factors that cause demotivation related to the current online learning situation, 51.7% of respondents feel unprepared when changing learning methods from face-to-face to online learning. Meanwhile, 48.3% of respondents feel ready for a sudden change in learning methods. The last of the internal factors is the unwillingness to study online. 40% of respondents feel uncomfortable and dislike distance learning, while 60% feel comfortable. The total respondents who answered 'yes, in other words, agreed with the internal demotivating factors statement, were 40.83%. This is less than the respondents who answered 'no,' namely 59.17%.

Table 2. External Factors of Demotivation and The Responses

Factors	Yes (%)	No (%)
Boring learning method	55	45
Inadequate learning facilities	31.7	68.3
Unexciting teacher's teaching method	50	50
Unavailability supporting devices	13.3	86.7
Total	37.5	62.5

Turn to the second table, which shows the external factors that cause demotivation. The table above shows that 55% of respondents agree that their English learning method is boring, while 45% disagree with this statement. Then, 31.7% of respondents said that the learning facilities in their schools were inadequate, in contrast to 68.3% of respondents who said that the facilities in their schools supported learning. Furthermore, 50% agree that the teaching method used by their English teacher tends to be uninteresting. This is equivalent to another 50% who say that their teacher teaches fun and interestingly, so it does not get boring. Then, the demotivating factor related to distance learning, 13.3% of respondents admitted that they do not have devices that support them to take distance learning. In comparison, another 86.7% admit that they have devices that support their online learning. Finally, the respondents who agree with statements related to external factors that cause demotivation are 37.5%, while 62.5% disagree with the statements given.



Both external factors and internal factors, from the two tables, it can be seen that more respondents answered with 'no'; in other words, they did not agree with the statement given. From there, it can be seen that more high school students are not demotivated to learn English.

Even so, it can be seen that there are still high school students who are demotivated in learning English. From the first table, namely the internal factors that cause demotivation, the biggest factor that causes demotivation is that students feel that learning English is difficult, which is 60%. That is more than students who do not feel ready to change learning methods from offline to online, of which there are as many as 51.7%. Meanwhile, from the second table, namely external factors, it can be seen that the most significant demotivating factor is the boring English learning method, which is 55%. Then, to see the most significant factor causing demotivation, from the two tables, the respondents who answered 'yes' to internal factors causing demotivation were 40.83%, while external factors were 37.5%. Therefore, it can be concluded that internal factors mainly cause the demotivation in high school students learning English. Comparing the most significant factor of the two tables; namely difficulties in learning English (60%) and boring learning methods (55%), it is known that the most significant factor that causes demotivation in high school students in learning English is that they feel that learning English is difficult, with respondents who answered as much as 60% of the total respondents, and it is derived from internal factors.

## Conclusion

In this study, the authors take two cases to determine the causes of demotivation in high school students learning English and which factors are the most significant causes. From the research conducted using the questionnaire method, the authors know that many still think that English is difficult to learn (60%). This can be one of the demotivating factors in SLA (second language acquisition). They are also not physically or spiritually ready to follow the change in the teaching format (51.7%), which used to be offline to online. The majority of students also think that the learning format has no variation and is not interesting (50%). This reason makes students bored in learning English (55%). Therefore, students feel that learning English is difficult is the most significant factor causing demotivation. It is part of internal factors so that internal factors are the most significant cause of high school students experiencing demotivation in learning English.

## References

- Airasian, P and L. R. Gay. 2000. *Educational Research: Competencies for Analysis and Application Sixth Edition*. New Jersey: Prentice Hall Inc.
- Albalawi, F. H., & Al-Hoorie, A. H. (2021). From Demotivation to Remotivation. *SAGE Journal*, 1-10.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to Research in Education: Eighth Edition*. Wadsworth CENGAGE Learning.
- Chen, C., Elliot, A. J., & Sheldon, K. M. (2019). Psychological need support as a predictor of intrinsic and external motivation: the mediational role of achievement goals. *Educational Psychology*, 1090-1113. doi:10.1080/01443420.2019.1618442
- Chong, M., Renandya, W. A., & Qiu Rong, N. (2019, July). Demotivation in L2 classrooms: Teacher and Learner Factors. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 12(2).



- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching: Motivation*. Pearson Education Limited.
- Falout, J., Elwood, J., & Hood, M. (2009). Demotivation: Affective states and learning outcomes. *Elsevier*.
- Green, W. (2018, November 25). Engaging Students in International Education: Rethinking Student Engagement in a Globalized World. *Journal of Studies in International Education*. doi:10.1177/1028315318814197
- Handayani, S. (2016). Pentingnya Kemampuan Berbahasa Inggris sebagai dalam Menyongsong ASEAN Community 2015. *Jurnal Profesi Pendidik*, 102-106.
- KEBIJAKAN PEMERINTAH REPUBLIK INDONESIA TERKAIT WABAH COVID-19. (2020, April 22). Kemlu. Retrieved December 9, 2021, from <https://kemlu.go.id/brussels/id/news/6349/kebijakan-pemerintah-republik-indonesia-terkait-wabah-covid-19>
- Leedy, P. & Ormrod, J. (2001). *Practical research: Planning and design (7th ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications
- Maemunah, S., Nugraha, S. I., & Kamil, A. B. (2021). UNDERSTANDING DEMOTIVATING FACTORS ON EFL STUDENTS IN ONLINE LEARNING. *EDUMASPUL*, 216.
- Nkrumah, B. (2021). Demotivating factors in learning second language: The case of Chinese language learners in Ghana. *Journal of Foreign Language Teaching and Learning*, 112-115.
- Pendidikan. (n.d.). Covid-19 Hukumonline.com. Retrieved December 10, 2021, from <https://covid19.hukumonline.com/peraturan-perundang-undangan/peraturan-pusat/pendidikan/>
- Robins, R. H., & Crystal, D. (2021, March 9). *Language*. Retrieved from Encyclopedia Britannica: <https://www.britannica.com/topic/language>
- Santosa, I., & Riady, Y. (2021). DEMOTIVATING FACTORS OF EFL LEARNERS OF INDONESIAN. *LINGUISTS*, 122-123.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: ALFABETA, CV.
- Vakilifard, A., Ebadi, S., Zamani, M., & Sadeghi, B. (2020). Investigating demotivating factors in foreign language learners: The case of non-Iranian Persian language learners. *Cogent Education*.
- Williams, C. (2007). Research Methods. *Journal of Business & Economic Research*, 65-70.
- [www.hukumonline.com/pusatdata](https://www.hukumonline.com/pusatdata) SURAT EDARAN MENTERI PENDIDIKAN DAN KEBUDAYAAN NOMOR 4 TAHUN 2020 TENTANG PELAKSANAAN KEBIJAKAN PE. (n.d.). Covid-19 Hukumonline.com. Retrieved December 9, 2021, from [https://covid19.hukumonline.com/wp-content/uploads/2020/04/surat\\_edaran\\_menteri\\_pendidikan\\_dan\\_kebudayaan\\_nomor\\_4\\_tahun\\_2020-2.pdf](https://covid19.hukumonline.com/wp-content/uploads/2020/04/surat_edaran_menteri_pendidikan_dan_kebudayaan_nomor_4_tahun_2020-2.pdf)

